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ABSTRACT

The last of a series of five reports, this annotated bibliography includes a short review of the specific sections in which the bibliographical listings are grouped. The 46 items listed are arranged in the following sections relating to the Job Corps programs: history and need; planning and program descriptions; administration; instruction (reading, and other); guidance; and, evaluations and recommendations. For the first three reports of this series, see ED 035 778, ED 035 779, and ED 035 780; for a related report, see "The Neighborhood Youth Corps: A Review of the ERIC Literature." (RJ)

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ERIC-IRCD URBAN DISADVANTAGED SERIES

Number 13, March 1970

THE JOB CORPS

A REVIEW OF THE ERIC LITERATURE

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MARCH 1970

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The Job Corps

Introduction

The phenomenon of the "school dropout" is a product which has been forged by several converging forces during the last several decades. There was little concern in this country with dropouts before child labor laws inhibited the omnivorous industrial establishment from utilizing children and adolescents for its less skilled tasks. The youth who left school because of poverty in order to apprentice himself to an artisan, craftsman, or mechanic was doubly rewarded, by an appreciative family and by an enhanced self image. Those children who were lucky enough to get an apprenticeship were set for life once it was completed. They emerged as skilled craftsmen. Rural and urban youth were urgently needed for the innumerable unskilled and semi-skilled jobs opening up in an expanding industrial economy. These facts also applied to girls who were needed for menial jobs in textile factories, clothing manufacturing firms and as domestics. There were jobs which needed to be filled, albeit low paying ones, and most young people had little choice but to opt for work instead of for an education.

As late as the 1920's less than 20 percent of school-aged youth completed a high school program. In the intervening years,however,the development of strong unions which protected their workers from the use of lower paid youth, the greater technological advances which increased production with less manpower, the population expansion resulting from higher birth rates rather than from adult immigration, the shift of emphasis from unskilled to skilled tasks, and the enforcement of compulsory education laws have compelled youth to either submit to an extended dependent role as students or to accept one of the possible alternatives, such as low-paying employment, idleness, or delinquency. None of these are optimal and all place a youth in the category of "school dropout."

The conscience of government, industry, and the educational system has been aroused by this problem and by the consequent problems of wasted human potential and delinquency. Measures have been proposed and implemented with varying degrees of effectiveness. In an attempt to clarify the current status of these measures, IRCD has prepared five reports of selected literature included in the ERIC indexes of documents (Research in Education) which are available on microfiche.

This review and annotated bibliography is one in the series which includes:

The School Dropout	UD 09 900
School Dropout Programs	UD 09 901
The School Dropout and the World of Work	UD 09 902
The Neighborhood Youth Corps	UD 09 903
The Job Corps	UD 09 904

In addition to the above, the IRCD Bulletin, volume IV no. 4, September 1968 The School Dropout Today by Abraham J. Tannenbaum, Ph.D., ED 028 209, includes an appraisal of the factors contributing to the problem and a bibliography. For an extended paper on this topic see ED 021 888.

A Bibliography of ERIC-IRCD Resources on the School Dropout, UD 09 905, includes references to current available published literature and documents in the local IRCD library.

For references concerning the years 1960-1965 a rather comprehensive resource is A Bibliography of Published and Unpublished Vocational and Technical Education Literature, CORPLAN Associates, Chicago, Illinois. June 1966. ED 018 531.

The Bibliography on Urban Education, Harvard University, Cambridge, Massachusetts, April 1966, includes references from 1961-1965.

The Job Corps

The History and Need

The present federal administration's decision to phase the Job Corps out of existence eliminates a program which was very short-lived, had a difficult start and which was just beginning to produce results which could be evaluated. The President's Committee on Juvenile Delinquency and Youth Crime was established in 1961. The report of this group identified the dimension of the problems and led to the 1963 amendments to the Manpower Development and Training Act which made special provision for youth programs. The Economic Opportunity Act of 1964 established the Job Corps and the Neighborhood Youth Corps to attempt to provide effective prevocational experiences for dropouts and potential dropouts.

The major objective of the Job Corps was to provide economic self-support for untrained and unemployed youth through job creation and training in short term resident facilities. The immense challenge of planning for and providing mass programs for youth who presented not only academic and vocational-skill deficiencies but also serious personality and social problems, was complicated by late funding, unavailability of facilities and insufficiently trained personnel. Another stumbling block was the resistance of the power structure in some of the local communities which opposed many of their OEO programs and blocked their progress. Without the full support of the communities themselves, one essential element to success in breaking the poverty circle was missing. As experience built up, however, successes began to emerge in isolated programs around the country.

Planning and Program Description

The documents on planning show some of the ways in which communities attempted to determine how best to identify and plan for the special local population and industrial needs. It is interesting to note here and throughout the bibliography how commercial concerns were involved in planning, implementation and evaluation.

Administration

These reports on administrative functions indicate to some extent the careful way in which some Centers utilized industrial planning companies to assist in meeting

the goals of the Job Corps through staff training, operating procedures, and record processing. Studies of this type take time and resources for implementation and further refinement.

Instruction

The challenge of simultaneously conducting instructional programs in basic reading and arithmetic skills, training the personnel and finding suitable instructional materials for illiterate and largely unmotivated young adults was apparently aggravated by pressure to perform each task within an unrealistic time period. How does one train staff in one week and expect overall effectiveness? How does one take students who have resisted academic development for a dozen years and expect to show significant results in two or three months? It is amazing that the programs did show the results they demonstrated in literacy skills. Since vocational preparation was the prime goal, both of the program planners and the participants, it is more valid to evaluate the Centers on their success in placing their students in jobs and their job retention rate than on their academic successes. Most of the follow-up studies indicate that a high percentage of previously unemployable and unemployed youth were working--either in the job for which they were trained or in postions which resulted from moving ahead because of experience and/or further training.

A largely unrecognized positive outcome of the Job Corps was the information gained on the use of programmed material and educational technology in the individualizing of instruction. Refinement of techniques and materials proceeded as competing programs were tested against each other and against achievement and holding power criteria. These results have had implications for the broader fields of education.

Guidance

Largely using guidance counselors who were undertrained, overworked and underpaid, with generally inadequate procedures and materials, the Job Corps attempted a rehabilitation job of immense proportions. The Corpsmen needed guidance toward understanding of themselves and their environment, social adjustment skills and personal opportunities for decision making and problem solving. This required a great degree of individualized assistance with much reinforcement.

Again the Job Corps became a laboratory for educators, anthropologists, psychologists, linguists and sociologists, to use in learning how to test for and

mediate personality and social problems. One strong outcome of all the testing and interpretation was that ethnic background was not the crucial factor in growth and learning, but teaching effectiveness was. This put the responsibility right back where it rightly belonged--on the professional staffs of the school structure since various projects reported comparable retention rates, academic improvement, skills development and job performance for the several ethnic groups served. In contrast to the pattern of effectiveness on the youth in segregated or mixed programs, some projects demonstrated again the need for careful ethnic and socio-economic mix of participants, since this factor also greatly influenced positive development of students. The awareness of the need for improving language skills and interpersonal communication behaviors for these young adults evolved out of informal and formal evaluations. The identification of the need was clearer than were ways in which to remedy these crucial problems.

The guidance staff's main challenge was to modify social behavior and to alter attitudes toward work, per se, and toward authority figures in employment circumstances, since these factors were largely responsible for attrition rates. Concomitantly, instruction about occupations was needed to correct both lack of information and misinformation about the world of work.

The final challenges for the guidance staff were to be able to determine when a participant was ready for full employment, where to place him effectively and how to provide supportive services in the period following placement. Fortunately the skills developed by professionals in these directions will be helpful to the people responsible for the next-phase-programs to be implemented by industry. Study of the full reports in this bibliography will provide clues to what skills are needed, how they can be developed, and what recurring problems need to be faced and resolved.

Evaluation and Recommendations

Evaluations demonstrate that Job Corps enrollees were educationally inferior to their peers, that they had shouldered responsibility in their families earlier, often supporting families on income from unskilled jobs. They came from states with the largest populations, the lowest economic levels, the highest non-white proportions, the highest percentage of persons rejected by the armed forces, and the lowest per-pupil support for schools. The Job Corps was reaching the population for which it was designed--but what a task!

It is amazing, therefore, that positive results were achieved. Several comprehensive reports indicate that graduates of the programs had, as a group, a higher percentage of employment, at higher skill levels, at higher pay, with greater job

retention rates than dropouts from the programs and better than their records before entering the program. Even dropouts showed better records than their pre-program experience. And certainly both graduates and dropouts from Job Corps programs had better post-corps employment records than those youth who were never reached by this or other parallel programs.

DOCUMENT AVAILABILITY

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HISTORY AND NEED

Department of Labor, Washington, D.C. Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training. March, 1966. 245p. ED 016 035 (MF - $1.00; HC - available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. for $1.50.)

Highlights of the President's report included: (1) in 1965 more than 100,000 persons completed training under the Manpower Development and Training Act, (2) three of every four were placed in jobs within 90 days of completion of the course, (3) more than 500,000 young men and women were approved for participation in the Neighborhood Youth Corps, (4) approximately 200 area vocational-technical schools were approved for construction, and (5) 85,000 full-time students were receiving financial assistance to begin or continue vocational training. The Department of Labor report proceeds from an unqualified commitment to the view that full employment opportunity is a proper, practicable, and first-priority national objective. Major sections are: (1) review of current developments, (2) manpower outlook, (3) hidden costs of unemployment, (4) unused manpower resources and their development, (5) young workers, and (6) farmworkers. The need for strengthening training programs for developing and utilizing presently underutilized human resources is emphasized. A statistical appendix is included.

Howe, Harold. The Neglected Majority. 1967. 15p. ED 020 991 (MF - $0.25; HC - $0.85)

This speech examines the state of secondary education in the United States, and notes that there is a need for greater concern for the education of students who are not college bound. The new Federal programs for education can enable school systems to remediate the educational deficits of disadvantaged secondary school students. Education for the disadvantaged can also be helped by educators' efforts to increase their understanding of slum youth and to reverse current preferential teacher placement policies which assign the least experienced teachers to the more difficult schools. Specialized training for prospective teachers of the disadvantaged is felt to be important. Also, job training and vocational education are imperative for those students who do not and will not have a high school diploma. Vocational education curriculums ought to be renovated to create an attitude of respect for vocational training. It is felt, moreover, that the ideal in secondary education is the comprehensive high school.

Levitan, Sar A. "Planning the Anti-Poverty Strategy. Part Two," Poverty and Human Relations Abstract. 2(2): 5-15, 1967. ED 016 763 (Not available from EDRS; available from the University of Michigan, P.O. Box 1957, Ann Arbor, for $6.00 looseleaf, $7.50 bound.)

Described in detail in this paper is the background of the passage of the Economic Opportunity Act of 1964 (Public Law 88-425). Opening with a discussion of the appointment of a task force to prepare legislation, the paper traces critically the bargaining and maneuvering of a number of Federal agencies, other groups, and various individuals in writing the draft of the bill. During its six-week existence, the task force developed a framework which consisted mainly of "old ideas" and "new slogans." The Community Action Program (CAP) and the administration and coordination of a few new projects were the most difficult substantive issues to resolve, in particular the controversy surrounding the statement that the CAP activities would encourage "maximum feasible participation of the poor." The paper also reviews the question of funding the programs outlined in the bill, the President's role in its passage, and the vicissitudes of the bill in Congress. The paper states that the sustained pressure of President Johnson ultimately resulted in the passage of the bill, although Congress cut the authorization by $15 million.

Levitan, Sar A. Work and Training Efforts: Goals and Reality. Policy Papers in Human Resources and Industrial Relations No. 3. 1967. 121p. Ann Arbor: Institute of Labor and Industrial Relations, University of Michigan and Washington, D.C.: National Manpower Task Force. ED 025 605 (MF - $.50; HC - $6.15)

This review of the Job Corps, the Neighborhood Youth Corps and the Work Experience and Training Programs, all established under the Economic Opportunity Act of 1964, was part of the National Manpower Policy Task Force report requested by the Senate Subcommittee on Employment, Manpower, and Poverty. It was believed appropriate to examine, after nearly three years and a commitment of four billion dollars, the extent to which the Act had been implemented. Job creation and training were to be the principal means through which the three programs would help economically disadvantaged youth and adults achieve economic independence. A variety of published and unpublished materials were used in this assessment. In the process of critical evaluation, separate discussions are devoted to the enabling legislation, administration, needs and characteristics of clients, and resource utilization of each program. It was generally concluded that it is doubtful whether the programs have achieved the formal goals of the legislation--economic self-support. However, the experience of the three programs indicates the difficulty of designing and administering mass projects which lead to the economic self-sufficiency of the poor. Suggestions are spread throughout this review.

Pinnock, Theodore J. Educational Opportunities Provided by Community Action Programs. 1967. 9p. ED 016 551 (MF - $0.25; HC - $0.55)

Informal education primarily includes education for everyday effective living and does not necessarily have to include courses for credit at the high school and college levels. Millions of poverty-stricken people can benefit from the type of informal education provided through the Office of Economic Opportunity (OEO) in such programs as: (1) the Job Corps, (2) the Neighborhood Youth Corps, (3) the VISTA projects, (4) the Tuskegee Institute Community Education programs, (5) the Youth Education Services, Inc., and (6) various other health and educational programs. The power structures in some of the local communities of the South have opposed many of the OEO programs and blocked their progress, but by continuing these programs the rural poverty cycle can be broken.

Purcell, Francis P. Education and the Development of In-Residence Training Programs, Part I, Part II. Chicago: Science Research Associates, 1967. ED 012 280 (Not available from EDRS, available by subscription from publisher)

The two parts of this discussion consider the development of residential programs for vocational and social training to meet the problems of the low-income school dropout. Part I reviews the historical background of residency programs in such educational institutions as colleges, universities, churches, and summer camps. Part II deals with the antecedents of the Job Corps (the Civilian Conservation Corps and the National Youth Administration) and the motivations for their establishment--the need for public works programs and for education and training of low-income youth. It was noted that during previous periods of high youth unemployment, the outbreak of wars diminished the seriousness of the problem, but, during the 1960's, technological unemployment has increased the need for action to fill the job needs of youth. The enormity of the present and predicted dropout population requires, it is felt, considerably more extensive programs than the Job Corps can now provide.

Wolfbein, Seymour L. Education and Training for Full Employment. New York: Columbia University Press, 1967. 277p. ED 012 414 (Not available from EDRS)

During the early 1960's, three primary changes occurred in the United States which called for a basic reorientation in attitudes, policies, and programs of action. Involved were: (1) an economic policy to reduce unemployment through economic growth (1964 Revenue Act), (2) an active manpower policy to provide a trained labor supply (1965 Manpower Development and Training Act (MDTA) and others), and (3) a challenge to the standing relationships between work and income (renewed discussion of the negative income tax). Parts One and Two of this book present ten principles of the education and training process, historical foundations

of the programs, and their social and economic consequences. Part Three is a first appraisal of the progress so far of specific programs. MDTA institutional and on-the-job training programs are examined in terms of number of participants, their age, sex, color, educational levels, labor force status, occupations trained for, and employment after training. Special programs for mental retardates, prison inmates, and Armed Forces rejectees, as well as the VISTA, Job Corps, and Headstart projects are reviewed.

PLANNING AND PROGRAM DESCRIPTIONS

Consumers Union of the U.S., Mount Vernon, New York. Consumer Education for the Job Corps. 1966. 166p. PB-177 516 (MF - $0.65; HC - $3.00)

The purpose of the report is to analyze the pattern of basic education within the Job Corps to determine how best to fit consumer education into that pattern and to develop both minimum and maximum goals for a consumer education program.

Fair (Issac) and Co., San Rafael, California. Draft Report on The Job Corps Operations Center. 1965. 58p. PB-177 478 (MF - $0.65; HC - $3.00)

The subjects discussed in this report are in three categories: the mechanics of the Operations Center, the control of the flow of documents during the review of proposals, and the problem of generating and recording both plans and accomplishment.

Seattle Public Schools, Washington. A Proposal for a Modified Job Corps Program to Accomodate High School Dropouts or Potential Dropouts in the Seattle Public School District. Project Interchange. Revision. 1967. 28p. ED 017 608 (MF - $0.25; HC - $1.50)

This proposal describes an instructional-vocational program for about 50 teenage male students who are either low achievers or actual dropouts. The chief purpose of the program is to assist these students to complete their education or to be meaningfully employed. In addition to receiving instruction in reading, mathematics, vocational, and social skills, students will be provided with an opportunity for relevant part-time employment. Scheduling, subject selection, and teaching techniques will be flexible in order to accommodate the individual student. Those students deficient in only certain curricular areas may receive remedial instruction at the Job Corps center where the program will be conducted while continuing to attend their regular public school. In all phases of the program complete equality of opportunity and treatment will be enforced. On-the-job training of Job Corps graduates as educational paraprofessionals and inservice training of teachers are other proposed features of the program. Provisions will be made for an exchange of services, ideas, and evaluative research between the Seattle School District, the National Education Association, and the Office of Economic Opportunity.

Tadlock, Max, and others. Summary Report of a Study to Assist in the Development of a Regional Occupational Center System in Tulare and Kings Counties. Palo Alto, California: Management and Economics Research, Inc., 1968. 54p. ED 024 397 (MF - $0.25; HC - $2.80)

A study by Management and Economic Research, Inc. (MERI) of the occupational education in a two-county area analyzed employer and student needs and existing facilities. To reduce wasteful competition, it recommended a change from local to area planning and the organization of a Regional Occupational Center (ROC) System with subsystems in contiguous high school districts. Points to be considered were: (1) each school should continue to offer basic programs in agriculture, homemaking, industrial arts, and business; (2) vocational courses should be given in clusters; (3) for operating ease, the two-county area should be divided into ROC subsystems, and (4) some courses, because of small enrollment or costly equipment, should be offered only at the junior college, from which ROC could contract for the training under appropriate arrangements. Special ethnic interests and adult needs must be met throughout the system, as well as the change from a predominantly agricultural to a light industrial employment market. Particulars of employer and student needs have been examined and the data incorporated in the basic organization of the ROC system. To support the various ROC classes, three special committees are needed: (1) to coordinate regional work experience and further the development or addition of certain training slots; (2) to articulate pre-technical and technical programs, and junior college and high school programs, and (3) to study the continuing impact of the Miller Act of 1968. Details of eight vocational programs are given.

ADMINISTRATION

Casey, Clifford F., David S. Hoffman and Claire W. Dunbar. Results of Investigation, Enrollee Selection and Assignment Activities, Office of Economic Opportunity, Job Corps. Final Report. Alexandria, Virginia: Beers, Inc. 1965. 49p. PB-177 525 (MF - $0.65; HC - $3.00)

The document covers needs of The Job Corps program under the headings of staff and organization; operating space; furniture, office machine and filing equipment; automatic data processing; and procedures in handling enrollees.

Fitzsimmons, Stephen J. Recommendations for Staff Training Procedures in the Job Corps. Final Report. Cambridge, Massachusetts: Abt Associates, Inc., 1967. 128p. PB-177 446 (MF - $0.65; HC - $3.00)

The purpose of this study is to make recommendations regarding the extent and type of staff training necessary to fulfill the goals of a Job Corps Center.

Information Management Associates, Inc., Silver Springs, Maryland. Information Management Study of the Selection and Assignment System of the Job Corps. 1966. 85p. PB-177 741 (MF - $0.65; HC - $3.00)

The document contains reports on the processing of enrollees and the handling of their records.

Landaeta, William. Job Corps Centers Reports and Forms Management Study. Final Report (Part I). Falls Church, Virginia: System Development Corporation, 1966. 21p. PB-177 441 (MF - $0.65; HC - $3.00)

This report presents the overall recommendations concerning the forms and reports study designed to ease the reporting burden on the Job Corps Centers.

Landaeta, William. Job Corps Forms and Management Study. Falls Church, Virginia: System Development Corp., 1966. 732p. PB-177 443 (MF - $0.65; HC - $3.00)

This report presents the results of the forms management study to identify, catalogue, and provide recommendations,and to reduce the workload at Job Corps Centers.

Schaeffer, George. Job Corps Reports Management Study. Final Report (Part II). Falls Church, Virginia: System Development Corporation, 1966. 44p. PB-177 442 (MF - $0.65; HC - $3.00)

This report presents the specific recommendations concerning the report's study designed to ease the reporting burden on the Job Corps Centers.

READING

Atkinson, Richard C. Stanford University Job Corps Reading Institute August 8-September 3, 1966. Institute for Mathematical Studies in the Social Sciences. California: Stanford University, 1966. 12p. PB-177 600 (MF - $0.65; HC - $3.00)

The goals and objectives of the four one-week training sessions were to inform all the reading teachers in the Conservation Centers how to implement the total Job Corps reading program. It was anticipated that the Centers would send two reading instructors: one from the beginning reading section and one from the graded reading section. Furthermore, the mustering of reading specialists from many Job Corps Centers would afford them the opportunity tc collectively investigate and solve common problems through interactions with their colleagues. It was assumed that some of the participants would disagree with the approach of having lectures the first day rather than moving into small group activity and work with Job Corps reading curriculum. However, as the days went by, they soon realized there was a thread of sequential learning established from the opening morning lecture to the last small group discussion. A pre- and post-reading inventory was given to each participant. The pre-inventory assessed the knowledge of the participants regarding specific information necessary to teach reading in keeping with O.E.O. policy, as they began the week-long training session. The post-inventory assessed the same thing after a week of training, plus the value of the training session for individual participants. A questionnaire was designed to obtain participants' opinions concerning the effectiveness of the various sessions throughout each week. This questionnaire was administered on Friday afternoon and the results were used to reshape the schedule and procedures for the next week-long training session.

Fry, Edward. A Job Corps Center Reading Program. 1966. 22p. ED 010 752 (MF - $0.25; HC - $1.10)

A brief description of the Kilmer Job Corps Center and of the reading program conducted at the center is presented. The topics discussed include the population of the Job Corps camp, the time allotted to various training activities, the teaching staff, the equipment of the reading clinic, the activities observed in four classrooms, a list of units from the School of Commercial Technology where printers were trained, and the General Educational Development Program where students came to study for a High School Equivalency Examination. Some of the problems of operating a Job Corps center, particularly those related to reading instruction, are examined. The problems mentioned include the creation of the best teaching-learning situation for

the enrollees, the elimination of the high dropout rate, the control of the constant changes made in the organizational patterns and personnel, the expenditure of allotted money, and the relationship between the business organization running the camp and the university consultants. Informal conclusions are offered.

Kling, Martin. Reading and Basic Subject Matter Achievement of Job Corps Urban Center Trainees. 1966 23p. ED 011 228 (MF - $0.25; HC - $1.15)

The author described a study of the gains in reading, arithmetic, and language over a three-month period made by Job Corps enrollees at Camp Kilmer. These enrollees were between 16 and 21 years old, citizens or permanent residents of the United States, school dropouts for three months or more, unable to hold an adequate job, underprivileged because of impoverished surroundings, and in need of a change of environment to become useful and productive citizens. From the original group of 1,100 tested in March 1966, only 394 Corpsmen were available to take retests in July 1966. The complete battery of the junior high level, California Achievement Tests for grades seven, eight, and nine, was administered. Form X was administered in March, and Form Y was given in July. Findings indicated that:(1) these individuals were functioning at the beginning of the junior high level in reading, arithmetic, and language, (2) there were no statistically significant changes over a three-month period for either reading, arithmetic, or language, and (3) the means were stable as indicated by the relatively small standard errors on the pretests and post-tests. Findings and suggestions for further research are discussed. Tables and a bibliography are included.

Londoner, Carroll A. A Readability Analysis of Randomly-Selected Basic Education and Vocational Education Curriculum Materials Used at the Atterbury Job Corps Center as Measured by the Gunning Fog Index. Bloomington: Indiana University, School of Education, 1967. 27p. ED 014 628 (MF - $0.25; HC - $1.45)

A study was made of the readability levels of curriculum materials used in the basic and the vocational education programs at the Atterbury Job Corps Center in Indiana. The Gunning Fog Index was used to measure style of difficulty as created by lengthy sentences and polysyllabic words. This is highly correlated to the level of school grade attained by the reader. Five job sheets used in the vocational courses in heating and refrigeration installation and random samplings of "Success in Language/A" and "The Money You Spend" used in the basic education program were analyzed. The job sheets tested approximately at the fifth grade level. "Success in Language/A" tested at the sixth grade level, and "The Money You Spend," at fourth grade. Corpsmen having attained fifth or sixth grade school levels of reading should be able to handle the material. (Statistical tables and a bibliography are included.)

OTHER

Block, A. Harvey. Job Corps Instructional Materials Screening Project. Annual Report. Baltimore, Maryland: Morgan State College, Institute for Research in Behavioral Technology. 1965. 40p. PB-177 472 (MF - $0.65; HC - $3.00)

The document covers the procurement, classification, and circulation of instructional materials.

Evco, Albuquerque, New Mexico. Teaching Machine Study. Final Report. 1967. 42p. ED 019 004 (MF - $0.25; HC - $2.20)

In an investigation of the potential of teaching machines in the Job Corps mathematics program, existing Job Corps arithmetic material was prepared for instruction by machine and programed text, and then field tested. Revisions were made, and a programed manual for instructors written, after which a new field test was run. In the initial field test, the teaching machines were greatly preferred to the programed text and showed slightly higher achievement gains. Improvements preceding the second field test included a revision of the text, improvement of the administrative aspects of the system, addition of remedial tutoring, and development of a new type of student response format for programed texts. This new format gave immediate peek-proof student feedback, immediate diagnostic feedback to the instructor, and could be used directly as input data for item-analysis. The second field test showed the learner-oriented programed text to be more effective than the teaching machines available. No compelling data suggested the wide-spread adoption of these machines in conservation centers.

Walther, Richard E., and others. An Action Research Study for the Utilization of an Automated Instructional System with Job Corpsmen. Final Report. Silver Springs, Maryland: United States Industries, Inc., Educational Science Division. 1966. 80p. PB-177 742 (MF - $0.65; HC - $3.00)

The study was concerned with a demonstration of the applicability of an automated instructional system, the Auto Tutor teaching machine and branching programs to the Job Corps population. Course in mathematics and communications skills were presented to Job Corpsmen deficient in these areas. An experiment was conducted to study learning effectiveness, study time, efficiency, and student attitudes under various instructional conditions. Implications were drawn for the utilization of the instructional system in an individualized program.

Xerox Education Division, New York. An Evaluation of the Job Corps Mathematics System. 1967. 108p. PB-177 455 (MF - $0.65; HC - $3.00)

Data describing the effectiveness of the Job Corps Mathematics Curriculum were systematically gathered and analyzed in order to make recommendations concerning possible modifications. Recommendations resultant from the analysis concerned revision of instructional materials and the development of new procedures and training. It was further recommended that a full scale evaluation of the mathematics program be carried out within the framework of an experimental center.

GUIDANCE

Bascom, C.E. Evaluation of Software Demonstration of Edex Teaching System at Liberty Park Job Corps Center. Washington, D.C.: Raytheon Education Company, Applications Services Group, 1967. 21p. PB-177 448 (MF - $0.65; HC - $3.00)

The report is a brief review of an experimental administration of a social maturity questionnaire containing twenty-one question items of an introspective nature. Approximately 40 Corpsmen responded to an automated audio-visual presentation by selecting one of five buttons in a small hand-held box that each Corpsman was equipped with. The questionnaire administration proposed to demonstrate two things: first, that automated data collection is valid, and secondly, that it can constitute a significant improvement over conventional methods if its inherent advantages can be realized.

Basic Systems, Inc., New York. Report Coordinating Rural Centers Curriculum. Final Report. 1967. 42p. PB-177 450 (MF - $0.65; HC - $3.00)

The document provides a method of organization, and a method for the provision of reinforcement which can be applied across all curricula to develop continuity of approach. The technique suggested is to employ the methods and procedures characteristic of the ungraded school system, with particular emphasis on the use of techniques of reinforcement which are of demonstrated applicability to the culturally deprived.

Buehler, Roy E., and others. A Social Reinforcement Experiment in an Open Social System. College Park, Md.: Educational Systems Division, Litton Industries, 1967. 94p. ED 021 197 (Not available from EDRS; available from Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. for 65 cents (MF) or $3.00 (HC))

The object of the present study was to develop and test the effectiveness of a behavior modification approach to behavior training in the context of a social living situation in a Job Corps Center for men. The model for this approach is derived from recent research in social reinforcement learning, as applied to behavior training in laboratories and institutional settings. (The document includes 26 illustrations and 19 references.)

Buehler, Roy E., and others. Ethnic Differences in Communication Behavior. Final Report. College Park, Md.: Litton Industries, Inc., Educational Systems Division, 1967. 32p. PB-177 449 (MF - $0.65; HC - $3.00)

The problem upon which this study focused is the differentials in communication behavior between persons of varied sub-cultural and ethnic backgrounds. It is a well known fact that there is no standard use of interpersonal communication behaviors among all cultural and ethnic groups. Differences in communication behaviors that are related to age and sex among school children having the same ethnic background have been determined (Buehler, Richmond, and Beard, 1966). However, norms for the differential use of communication behavior among persons of different sub-cultural and ethnic backgrounds have not been available nor, to our knowledge, have they been previously expressed.

Buehler, Roy E., John Sauer, and Gregory Gaustad. Job Related Behavior Rating Scale. College Park, Md.: Litton Industries, Educational Systems Division. 1967. 32p. PB-177 631 (MF - $0.65; HC - $3.00)

The purpose of this study was to develop and test a procedure for determining what specific job related behaviors, excluding technical skills, are required for job retention in private and public employment; and to develop a rating scale which will measure corpsmen's progressive acquisition of these specific job retention behaviors. This report present the background and rationale, the procedure and the results of the study.

Decker, Louis R. Information About the World of Work Job Corpsmen and High School Students. Final Report. Silver Springs, Md.: Decker Associates, 1967. 238p. PB-177 517 (MF - $0.65; HC - $3.00)

This report deals with the following questions. What occupations do job corpsmen and high school students consider are the best and why? How do job corpsmen and high school students rate their knowledge of occupations? How many occupations do corpsmen and high school students know? What occupations do job corpsmen and high school students feel they know the most about? What are the future plans of job corpsment and high school students--specifically, job plans?

Lish, Gordon. Instructor's Manual. The Why Work Series. Final Report. Palo Alto, Calif. : Behavioral Research Labs., 1966. 31p. PB-177 743 (MF - $0.65; HC - $3.00)

As Job Corps centers were opened and actual training procedures were set in motion, it became clear to his counselors that the Corpsman's attitude toward acquiring and holding a job would largely determine his ultimate employability. It was agreed that unless the Corpsman were re-oriented to view work as a highly desirable and satisfying

experience, the effort and expenditure invested in his months of training would be fundamentally wasted. It was understood that the success of the Corpsman's Job Corps training must eventually depend upon the degree to which the Corpsman holds an affirmative attitude toward work. It was also seen that without such an attitude, the chances of the Corpsman's resigning from the program prior to his having completed sufficient training would remain high. The task, then, is to inspire in the Corpsman a set of attitudes such that he will be motivated to complete his Job Corps training satisfactorily and, thereafter, to seek appropriate work aggressively.

Loughary, John W. Guidance and Counseling in Rural Job Corps Centers. Final Report. Monmouth, Ore.: Oregon State System of Higher Education, 1965. 30p. ED 015 319 (MF - $0.25; HC - $1.60)

The objectives of the eight-week project were to clarify and further define guidance and counseling needs of corpsmen in rural Job Corps centers, understand and describe ongoing guidance and counseling procedures in rural centers, and identify ways in which guidance and counseling could be improved. Information was obtained through site visitations to four rural centers, two urban centers, the Office of Economic Opportunity in Washington, D.C., and discussions with personnel from two additional urban centers and a women's Job Corps center. Although Job Corpsmen had the same kinds of developmental needs as other people, they were generally unable to satisfy these needs without careful assistance. Approximately 80 percent of staff-corpsmen interactions in the Job Corps centers were either counseling and guidance or at least potentailly guidance-oriented experiences. Resident counselors were overworked and underpaid, and procedures and materials available for use in counseling were inadequate. Recommendations for a guidance and counseling program included: (1) direct services for corpsmen in the areas of self-understanding, environmental information, social adjustment skills, personal decision making, and problem solving, (2) an information system as the basic component of the program, (3) a comprehensive inservice program for counselors and other staff members, and (4) operational packages of procedural and instructional materials to assist in recurring tasks in the centers.

Smith, D.B. Report on Differences in Ethnic Learning Styles. New York: Educational Design, Inc., 1966. 125p. ED 015 253 (MF - $0.50; HC - $6.35)

To test the hypothesis that culturally-based ways of learning and communicating might have implications for teaching, an anthropologist and a behaviorist conductd both formal and informal observations and interviews in four Job Corps centers and two vocational high schools, one with a student population of 86 percent white and 14 percent Negro, and the other all Negro. The study populations were investigated in terms of formal learning, informal learning, and technical learning to determine whether various groups of the poor utilize these types of learning differently and in

different forms and whether ethnic learning style might be defined by the pattern of utilization. No significant differences in learning style among the ethnic groups were discernible. The learning outcomes were related to factors, such as teaching style and not to ethnic background. However, the proportion of Negroes in a group seemed to intervene in the effectiveness of teaching. When the proportion was low, the interaction rates with other members was low, and stereotyped behaviors, rhythm, slowness, docility, and highly slurred, dialect speech were exhibited. When the proportion was high, the interaction was greatly increased, and stereotyped behaviors were replaced by highly political, power-conscious ones. The teacher was also made to feel the power of the group. It was recommended that special attention be given in staff training to problems created by ethnic proportions, and during the first 30 days, an effort be made to help rural corpsmen achieve greater verbal proficiency. The appendix contains examples of student writing and outlines for discussion meetings.

Software Systems, Inc., Washington, D.C. Analysis of the Job Corps 'Social Maturity Scale'. Final Report. 1967. 47p. PB-177 447 (HC - $3.00; MF - $0.65)

The document presents an analysis of a rating scale developed by the Evaluation and Research Branch of Job Corps to measure the social maturity or social employability of corpsmembers. In addition, it summarizes a three-month longitudinal study of educational and social gians of corpsmembers that made use of this social maturity scale.

Software Systems, Inc., Falls Church, Virginia. An Analysis of Three Job Corps Tests. 1967. 15p. PB-177 476 (MF - $0.65; HC - $3.00)

A major part of the mission of Job Corps concerns the education of Corpsmen. The large number of applicants to be processed demands some systematic procedure to ensure the suitable acceptance and placement of applicants. Several tests have been developed to aid in this process.

EVALUATION AND RECOMMENDATIONS

Edgerton, Harold A. and Robert W. Sylvester. Job Corps Trainees as a Sample of the Population. Washington, D.C.: Performance Research, Inc., 1967. 33p. ED 015 309 (MF - $0.25; HC - $1.75)

The similarity of Job Corps trainees to the population of the same age from which they were drawn and proportion of trainees coming from each state were determined. Data were obtained from pre-enrollment applications, census reports, and publications. Findings included: (1) the number of 16- to 17-year-old male trainees was disproportionately large, (2) there was a preponderance of 18- to 20-year-old females, (3) educationally, the trainees were in the lower ranges of the total youth population in terms of high school graduation and the highest school grade completed, (4) the trainees had shouldered more responsibility than most young people of their age range, more having been heads of households or primary wage earners, although mainly in unskilled jobs, (5) states with larger populations provided most of the trainees, (6) on the average, those states having higher educational levels had fewer trainees, (7) in general, the number of enrollees by states was a function of the state's socioeconomic characteristics such as a higher aggregate but lower percentage of nonwhites, a lower percentage of veterans aged 16 to 21, a higher percentage of youth in the lower 16 to 21 age range, and a higher percentage of illiterates, (8) the larger the percentage of Armed Forces mental test failures in a state, the larger its share of Job Corps enrollees, and (9) the higher per-pupil support for schools in a state, the smaller its Job Corps enrollment percentage. The Job Corps appeared to be drawing its trainee population substantially in keeping with the philosophy publicly expressed by its leaders.

Greenleigh Associates, Inc., New York. Opening the Doors: Job Training Programs. Part One. Recommendations and Summary Findings. 1968. 161p. ED 023 839 (MF - $0.75; HC - available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. for $1.00)

Part One of this report summarizes the detailed data and findings of Part Two. A thoroughly documented analysis of federally supported job training programs in terms of their scope, interrelationships, and administration (including inter- and intra-agency coordination) led to 25 recommendations, including: (1) Consolidation of program administration in a single Cabinet-level agency, newly formed or existing, is not desirable or appropriate at this time, (2) An office should be established within the Department of Labor to expedite and implement equal opportunity in all federally supported manpower programs, (3) Resources for training programs should be expanded, with funding sufficient to make significant inroads in the problems they seek to remedy,

(4) A time period longer than 12 months is desirable for funding programs, along with simplification of the refunding process, and (5) Planning grants should be made available to state and/or local governments for the development of comprehensive manpower plans, incorporating education, work, and training programs with the necessary sequential linkages and related manpower services. Each recommendation is supported by a synopsis of relevant findings. Five appendixes contain exerpts from selected literature pertaining to manpower policy.

Greenleigh Associates, Inc., New York. Opening the Doors: Job Training Programs. Part Two, Text and Tables. 1968. 290p. ED 025 604 (MF - $1.25; HC - available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. for $1.50.)

Part I of the report to the Committee on Administration of Training Programs contains summaries of the findings and recommendations based on the analysis of data presented in this volume. Answers to two basic questions were sought: (1) To what extent is there waste, duplication and inefficiency in administering federally-supported job training programs as many individual programs? and (2) How are the programs administered? Among the 31 programs reviewed are vocational education, institutional and on-the-job training under the Manpower Development and Training Act, apprenticeship and training, Job Corps, specialized training under Title II of the Economic Opportunity Act, work experience, work-study, Neighborhood Youth Corps, and others. The Programs are administered by about 20 Federal offices, under 12 different laws. Information was gathered from relevant legislation, documentary materials, study reports, testimony from participants and others, interviews with over 75 federal and regional administrators, and intensive study of the impact of program operations in Oakland and Fresno, California, and St. Louis and Springfield, Missouri, and other sources. Described and analyzed at all operational levels are program characteristics, aspects of administration including funding, the coordination structure, and dimensions of need.

Harris and Associates, Inc., New York. A Continuing Study of Job Corps Terminations, Wave II. Initial Interview with Terminations from August 15, 1966 to December 15, 1966, An Interim Report. May, 1967. 30p. ED 015 318 (MF - $0.25; HC - $1.60)

This interim report of pre- and post-Job Corps status for terminations (graduates, dropouts, and discharges) is the second part of a continuing evaluation of the effectiveness of Job Corps training. Of 4,649 terminations for the period, 1,254 were personally interviewed. Some of the survey highlights were: (1) fewer than half of the terminations were working at the time they entered the Job Corps, and over a third of these had some type of service job, (2) the median pre-Job Corps hourly rate for those working was $1.19, (3) not only were fewer women than men working, but their

earnings were significantly lower, (4) the median length of time in the Job Corps was 4.3 months, (5) urban centers had significantly higher proportions of graduates than conservation centers, (6) the younger terminations had a lower percentage of graduates, (7) 53 percent found a job immediately after leaving the Job Corps, (8) over two-thirds of the graduates were working at the time of the survey, compared with 54 percent of the dropouts and 55 percent of the discharges, (9) fewer graduates than dropouts or discharges were in service occupations after Job Corps training and more were in machine trades and structural work, (10) one-third of the post-Job Corps women were working in technical fields, particularly nursing, compared with 7 percent of pre-Job Corps women, and (11) graduates had a higher median hourly pay rate and a larger increase over the pre-Job Corps earnings than did the dropouts or discharges.

Hoos, Ida R. "Retraining of the Underprivileged: The Job Corps and Programs for Welfare Recipients." Retraining the Work Force. Berkeley: University of California, 1967. ED 013 389 (Not available from EDRS; available from publisher for $6.00)

This study assesses Job Corps curriculum and facilities for basic orientation and education of unemployed, disadvantaged, poorly motivated youth, and reviews training programs for welfare recipients in Santa Clara and Alameda Counties, California. Observations of selected Job Corps centers revealed superior physical facilities but less than satisfactory human relations. Santa Clara County undertook vocational rehabilitation, remedial education, and placement of over 2,800 persons during 1964-65, with favorable results in job placements and reduced welfare costs. The Alameda County program ("Operation Self-Support") provided vocational rehabilitation (literacy classes, job preparation classes, trade courses, county work projects, outside openings) for about 800 clients, including many aids to needy children (ANC) mothers. The eight case histories from the Alameda County job preparation classes include evaluations by trainees, and highlight such problems as substandard education, low employment skills, poor mental and physical health, and child care needs. Document is Chapter Six of Retraining the Work Force, by Ida R. Hoos, available for $6.00 from University of California Press, Berkeley, California 94720.

New Jersey Office of Economic Opportunity. The Opportunity to Live in Decency and Dignity. Annual Report. 1965. 76p. ED 019 307 (MF - $0.50; HC - $3.90)

This document is the report of the first year of New Jersey's antipoverty efforts following the passage of the Economic Opportunity Act of 1964. Discussed are community action in urban and rural areas and such state programs as rural youth development, migrant opportunities, health services for poor youth, work experience for welfare recipients, adult basic education, and assistance for the aged poor. Other statewide projects were the establishment of a commission on poverty and the law, a community action training institute, Job Corps, Head Start, Neighborhood Youth Corps, work-study programs, rural loans programs, and small business development.

Opinion Research Corp., Princeton, New Jersey. Survey of Job Corps Graduates: A Descriptive Study of Working Job Corps Graduates. Final Report. 1968. 18p. PB-177 757 (MF - $0.65; HC - $3.00)

As part of the continuing evaluation of its programs, Job Corps commissioned the Opinion Research Corporation to conduct a follow-up study of a sample of male Job Corps graduates who have entered the labor force: of the first 319 working graduates, 86 or 27 percent were contacted and interviewed.

Smith, D.B., and others. Final Report on the Corpsmen Adjustment Study. New York: Educational Design, Inc., 1966. 125p. ED 015 253 (MF - $0.75; HC - $8.50)

Results of unstructured, small group interviews with 78 former Corpsmen and ten coworkers and individual interviews with 33 of their employers in New York, Chicago, Houston, and San Francisco were analyzed to determine the problems that confront Job Corpsmen who have completed their training. Responses were coded, tabulated, and subjected to Kendall's Rank Order Correlation Coefficient Test. Findings included: (1) younger Corpsmen had greater difficulty finding jobs than did older ones, (2) the percentage of employed relocated Corpsmen was about four times greater than the percentage of employed Corpsmen returning to their homes, (3) only those who had found suitable employment admitted that they expected the Job Corps to train them so that they could get a job, and (4) a significant number of employers and coworkers believed Corpsmen had unrealistically high job expectations. Recommendations involved improving some center practices, changing some, and extending services beyond in-center training. Specifically, it was recommended that: (1) recruiters be better apprised of actual conditions at the center, (2) liaison with state employment commissions which carry out placement functions be improved, (3) placement personnel receive training to optimize their effectiveness, (4) Corpsmen in training not be overcommitted to a particular routine of performing skills and receive more preparation in the nonskills aspects of good job performance, and (5) follow-up facilities to help Corpsmen integrate into new groups, organizations, and communities be developed.

Wynne, Ronald D. and Caroline Morris. Follow-up Survey of Job Corps Graduates. Final Report. Princeton, New Jersey: Opinion Research Corp., 1966. 15p. PB-177 755 (MF - $0.65; HC - $3.00)

The Opinion Research Corporation (ORC) mailed questionnaires to the 1,474 former Job Corps men and women who were placed on jobs or in school, as of May 31, 1966. The present report is based on the returns of 465 of these youth, or 32 percent of the total population. The population being sampled represents all job or school placements,

on whom Job Corps had a completed form JC 72 through May 31. This is the Verified Placement form, completed either by the Placement Officer in the centers or by the Placement Division in the OEO Regional Offices, and then sent on to Washington. There is often a time lag between a Corpsmen's leaving his center and being placed on the job, and an additional time lag between his placement and the arrival of the JC 72 in Washington. Therefore, the verified placements through May 31 (1474) fall short of the total number of youth who had been placed as of that time. The subjects sampled are not all "graduates" of Job Corps, though for convenience they will be called graduates in this paper. A youth does not need to be an actual graduate to receive placement assistance, and a number of the youth whose results are considered here did, in fact, resign from the program.